

# Havelock Day Nursery

Diana Princess of Wales Hospital, Scartho Road, GRIMSBY, North East Lincolnshire, DN33 2BA

<b>Inspection date</b>	18/02/2014
Previous inspection date	15/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning and development because staff are good teachers. Staff have created a stimulating and enabling environment for the children to explore independently and provide a good balance between adult-led and child-led activities.
- Staff work closely in partnership with parents and carers and this has a positive impact on the care and education the children receive. Parents and visitors are warmly welcomed into this friendly nursery.
- Children's confidence and self-esteem are promoted well by the kind and caring staff. Close bonds are formed between staff and children and this fosters the children's sense of security and belonging.
- The manager and staff team are professional, highly motivated and enthusiastic individuals who prioritise children's well-being. This dedication has a very positive effect on children's care and education.

### It is not yet outstanding because

- In some activities children do not always have enough time to think about their responses because occasionally, staff can talk too quickly, leaving insufficient pause between questions.
- There is scope to improve the cleanliness and organisation of the baby room kitchen to enhance hygiene practices further.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and general manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children and staff throughout the inspection.

## Inspector

Clare Johnson

## Full report

### Information about the setting

Havelock Day Nursery was registered in 1997 and is managed by the company 'For Under Fives Ltd'. It operates from a purpose built building and is situated in the grounds of Diana Princess of Wales Hospital in Grimsby. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday, all year round from 6.30am until 6.30pm except for bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two main rooms and have access to an enclosed outdoor play area. There are currently 72 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

There are currently 13 staff working directly with children, 12 of whom have an appropriate early years qualification. The manager has a childcare degree and one other member of staff is working towards a childcare degree. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- ensure children are always given sufficient time to absorb and process information more effectively to develop their communication and thinking skills to their full potential
- improve the cleanliness and organisation of the baby room kitchen to enhance hygiene practices further.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development because staff are good teachers who provide a stimulating and enabling environment in which children can play and explore. The emphasis is on learning through play and staff focus appropriately on the prime areas of learning to ensure all children get the best possible start in their education. Staff plan activities based on their observations of children's interests and developmental needs. The key person system is embedded and ensures children are making progress as each key person is responsible for assessing the children's development in their key group. Each key person has a buddy which is another member of staff who also gets to know the key group well and supports them when staff are not

working. Children's progress is tracked effectively by the staff and the manager who is responsible for ensuring all children make good progress overall. Staff use effective teaching methods, such as asking children questions to make them think and making learning fun. There is some scope to enhance the quality of teaching further, as on occasion, staff can sometimes talk too quickly and ask children too many questions which doesn't always allow them time to process the information and think of a response.

Children are making good progress in communication and language. Staff are focussed on this area of learning as they recognise it is key for children's development in the other areas of learning. Children's speech, listening and understanding are supported as staff ensure the environment is rich in language and new vocabulary is constantly being introduced. Children's language is promoted as they immerse themselves in imaginative role play with the baby dolls. They narrate their play and this is a natural way to develop language skills. Children's early literacy skills are promoted as they make marks during various activities and spontaneously as they wish. They enjoy an activity where they study themselves in the mirrors and then attempt to draw themselves. They decide to draw a member of staff and have a long discussion about the parts of the body and the characteristics of their faces. This is supporting their creativity and understanding of the world. Children's personal, social and emotional development is also fostered as staff praise their drawings and offer them compliments on their features. The characteristics of effective learning are evident as children play. A group of children enjoy creative and messy play as they decorate spacemen for their sensory room. They cut and stick with glue and glitter and decide to put their hands in the glue to make hand prints. They are playing and exploring with the different resources and staff encourage this exploration. They persevere at the activity for some time and the activity evolves with the children's ideas. Different children take the activity in different directions. Staff encourage the children to think and come up with their own ideas. Children decide to submerge their glue covered hands in the gold glitter and staff make this really funny by singing about gold fingers. Children are enjoying their play and are learning well as a result. Outside, two children collaborate together to count how many blocks are in the tower they have built. They confidently count to 20 together and their mathematical development is promoted well. Children enjoy digging in the soil outside. They talk with staff about what they will plant in the soil when the weather improves. They are learning about the natural environment.

Staff work well in partnership with parents and carers regarding children's learning. They share information and encourage parents to support their children at home. There is a good range of information displayed around the nursery for parents, which they can peruse at their leisure. Staff have developed good relationships with the local school teachers. This is supporting children in the transition from nursery to school as the teachers visit the nursery and staff talk to the children about their new schools to prepare them well for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

Children's well-being is promoted well in this nursery. Staff place emphasis on getting to know each child well and forming close bonds with them. They gather good information

from parents about children's care needs, routines and preferences. This helps them to meet children's individual needs to a high standard. Children's sense of security is fostered because staff make children feel secure by comforting them and offering cuddles. Children who are unsure of the inspector look to their key person for reassurance and soon feel confident to approach her inquisitively. Children behave very well in this nursery. They are polite and courteous to each other and staff. They welcome the inspector into their nursery and ask her lots of questions about why she is here and what she is doing. They tell the inspector all about the staff and activities they do at nursery. They say they enjoy their time here. Staff are good role models to children regarding behaviour. They are polite and encourage manners and kindness. They support children to share and take turns. Children's personal, social and emotional development is being well fostered as a result.

The provision for babies is good. Staff are kind and caring towards babies and they enjoy lots of cuddles and happy time with each other. Babies individual needs are met as staff know them well. Their individual routines, such as sleeping and eating habits are catered for well. Sleeping babies are kept safe as staff check them regularly. Nappy changing routines are effective in ensuring all children's individual needs are met and nappy changing practices are hygienic. Babies enjoy sensory activities, such as exploring the shaving foam. They plunge their hands into the foam and marvel at the feel of it. Some babies dive straight in while others are a little tentative. Staff are close by to offer reassurance and make the play inviting. Babies' physical development is well supported by staff as they aid them to walk by holding their hands and also by supporting them on the bouncy zebras. Staff and babies enjoy sharing books together and this is supporting their early literacy. Babies enjoy snack and mealtimes as they explore the tastes and textures of different foods and have a go at feeding themselves. Staff support the very young babies appropriately by feeding them and they enjoy holding their own spoon as they are fed. The baby room kitchen is used for the serving of snacks and meals and the preparation of formula feeds as well as for cleaning play equipment. This kitchen is adequately hygienic, however, there is scope to improve the cleanliness and organisation of the room to further promote babies health and hygiene. Children are supported well with transitions through the nursery. When they are ready, toddlers visit the over twos room gradually to ensure the transition is smooth and they are comfortable with their new key person. Parents are included in this process.

Children's dietary health is well promoted in this nursery. The nursery cook provides healthy and nutritious foods for the children and they thoroughly enjoy them. The well-balanced menu offers children choice and variety with food. Chilli and rice is served in large bowls for children aged over two years to independently help themselves to with the support of staff where required. This allows children to choose their portion size and have control over their own hunger and thirst. It also allows children to choose what they would like more or less of. Staff encourage children to try new foods and they enjoy mealtimes and eat heartily. They enjoy the treat of chocolate pudding for dessert and again they serve themselves the helping they would like. Snacks are offered in the morning and afternoon and children enjoy various fresh and dried fruits and biscuits. Children who are able, pour their own water or milk to drink and this is supporting their independence well. Children have regular opportunities for fresh air and exercise in the outside area. They can choose when they would like to play outside and this supports individual children's

learning styles well. Children's physical development is promoted outside as they ride scooters and trikes and run around. Here, they learn to take responsibility for their own safety as they learn to negotiate obstacles and pathways. Staff provide activities which promote all areas of learning outside. They enjoy taking the children for walks around the hospital grounds to offer different experiences. Children's self-care skills are supported as staff encourage them to independently use the toilet and wash their hands. Children are beginning to understand the importance of good hygiene practices to protect them from germs.

### **The effectiveness of the leadership and management of the early years provision**

Leadership and management is strong. The manager works closely with her general manager and staff team to provide a good standard of care and education to the children who attend the nursery. The manager understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded as the manager and staff can recognise the signs and symptoms of child abuse and neglect and know what to do if they were worried about a child. Staff access regular child protection training and this helps to support them in their role. Children's safety is of high priority to the manager and staff and risk assessments combined with the vigilant supervision of children by staff keeps children safe. The nursery is secure and hazard free. Most staff are trained in paediatric first aid and this means they can respond quickly and appropriately in the event of accidents and emergencies to protect children's well-being. Children are safeguarded further as recruitment procedures are robust to ensure staff working with children are suitable to do so. The nursery does not need to recruit often as staff retention is very good and the newest member of staff has been here for a year. Staff work closely together as a team, offering each other support. The result is a harmonious working environment in which adults and children thrive.

The manager has a good understanding of her responsibility to ensure the learning and development and assessment requirements of the Early Years Foundation Stage are met. She has implemented an effective system of monitoring and evaluation of the teaching practice of staff. She observes staffs' practice and offers them positive feedback and ideas on how they can improve. These observations then feed into staffs' supervisions and appraisals and are used to support continuous improvement of practice. The quality of teaching in this nursery is good as a result of this effective monitoring. This was a recommendation at the last inspection and the manager has acted on it well. Training needs are identified through appraisals and staff are encouraged to attend regular training courses. The continuous professional development of staff is encouraged and a number of staff are currently studying to further their qualifications. The manager has a childcare degree and another member of staff is working towards a childcare degree. Staff qualification levels exceed requirements and this is having a positive impact on the quality of teaching and children's learning.

The manager is good at reflecting on practice and identifying areas for improvement. She completes regular self-evaluation which feeds into her improvement plan. This is effective in ensuring any weaknesses are identified and addressed. The manager is professional

and has a strong drive for improvement. She is a dedicated practitioner and a skilled leader who is also able to work as part of the staff team. Partnerships with parents and carers are good. The manager and practitioners are always thinking of new ways to engage with parents and meet their individual needs. Good partnerships have been established with the local children's centre and staff from the centre visit the nursery to share good practice. The manager appreciates the children's centre as a good source of support for the families she serves. The manager also works closely in partnership with the local authority advisor and values this relationship highly. She is open to critique from other professionals and regularly seeks the opinions of the local authority advisor and her general manager to enhance her practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	205585
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	951140
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	63
<b>Number of children on roll</b>	72
<b>Name of provider</b>	For Under Fives Limited
<b>Date of previous inspection</b>	15/05/2013
<b>Telephone number</b>	01472 870618

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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